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ABSTRACT

The development and data validation of the 1977 Ladd-Lipset national survey of the American professcriate are described. The respondents were selected from a random sample of colleges and universities and from a random sample of individual faculty members from the universities. The 158 institutions in the 1977 survey were selected from 2,406 institutions. The following areas are described: the sampling scheme; questionnaire development, mailing and receipt, and coding; codebook development; dataset construction; weighting procedures; construction of the "Index of School Quality;" comparisons to other data sources; and checking for respondent bias. Information is presented on the distributions of faculty by rank, sex, religious background, principle occupation of father, political party identification, and 1972 presidential vote. A sample cover letter, questionnaire, and a list of institutions are included. The questionnaire includes questions on the general status and financial status of American higher education, involvement in research, academic standards, faculty organization and representation, and respondent background. (SW)

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TECHNICAL REPORT

1977 SURVEY OF THE AMERICAN PROFESSORIATE

Everett Carll Ladd, Jr.
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SAMPLING

Selecting the Institutions and Choosing Core-Sample Individuals

The 158 institutions in the 1977 Ladd-Lipset survey were selected from a list of 2,406 institutions, comprising the first four sections of A Classification of Institutions of Higher Education (The Carnegie Foundation for the Advancement of Teaching, 1973). This classification scheme can be summarized as follows:

Carnegie Tier Level	SSDC Code	Carnegie Sub-Category Code	Type of Institution
I		1.0	Doctoral-Granting Institutions
	1	1.1	Research Universities I
	2	1.2	Research Universities II
	3	1.3	Doctoral-Granting Universities I
	4	1.4	Doctoral-Granting Universities II
II		2.0	Comprehensive Universities and Colleges
	5	2.1	Comprehensive Universities and Colleges I
	6	2.2	Comprehensive Universities and Colleges II
III	7	3.1	Liberal Arts Colleges I
IV	8	3.2	Liberal Arts Colleges II
V	9	4.0	Two Year Colleges

Each institution in the Carnegie list was given a consecutive number or range of numbers based upon its size and a table of random numbers was used to select the institutions. This selection process was performed within the constraints of a quota system: so many schools were selected from each one of the five tiers constituting the Carnegie classification scheme. Table 1 shows how many institutions were selected from each tier. Three schools declined to participate, only one of which informed us in time for a replacement to be chosen. The resulting list of 158 institutions is presented in Appendix B.

Once the schools were chosen, the process of sampling individuals from each institution began. Pre-defined proportions of full-time faculty were chosen from the lists provided by the institutions themselves. Table 1 below shows the proportions used in the sampling process. Higher proportions of faculty in the lower tier institutions were put into the sample to offset the oversampling of doctoral-granting institutions.

TABLE 1

SAMPLING SCHEME

Tier Level	Carnegie Classification	Number of Schools		Proportions of Faculty Chosen	Core Sample Pool	Core Sample
I	Doctoral-Granting Institutions	80	50%	1/6	13,404	4,512
II	Comprehensive Universities and Colleges	40	25%	1/6	2,262	762
III	Liberal Arts Colleges I	13	8%	1/3	519	175
IV	Liberal Arts Colleges II	6	4%	1/3	139	47
V	Two Year Colleges	21	13%	1/4	898	303
	TOTAL	160	100%		17,221	5,799

Next, the general sample or core sample was produced by randomly choosing 33.7 per cent of the faculty in the sample pool. This sampling ratio was selected in order to produce a core sample of approximately 5,800 potential respondents. When the core sampling was through 5,799 potential respondents had been chosen.

Oversampling Certain Academic Disciplines

Ten academic disciplines were oversampled to permit analysis of more discreet groups of professors at research universities. This oversampling was especially important regarding the questions on liaisons with federal research-supporting agencies, early retirement, and overseas travel for research purposes.

The oversample of faculty was produced in one of two ways. The major method was to take all or some of the remaining cases in the sampling pool for each given discipline from any number of the research universities which comprise the upper level of Tier I. This was done randomly by computer and again without any stipulation as to which institutions the oversample cases were drawn from.

The alternative method was to go back to the faculty lists of only 20 of the 38 research universities in the study so as to lessen the considerable amount of work involved in selecting the new faculty. The institutions themselves were selected to be representative of all 38 research universities.

The numbers of cases selected from the sample pool and newly sampled from the 20 institutions are given below for each discipline.

Discipline	Number of Cases from Remainder of Pool	Number of Cases Newly Selected from Lists
Biological Sciences	100	0
Business	All	0
Engineering	All	0
Mathematics, Statistics	All	0
Chemistry	All	100
Physics	All	100
Psychology	All	100
Anthropology, Archaeology, Sociology	All	100
Economics	All	150
Political Science	All	150

Additional business oversampling was done for the other four tiers of institutions. All business cases remaining in the sample pool were put in the oversample. As for new cases, 150 were chosen from the faculty rosters of 15 schools in the higher Comprehensive Universities and Colleges tier.

Altogether, the oversampling process produced 2,701 potential respondents of which 1,740 were derived from the remaining cases in the sample pool. The other 961 were selected by going back to the faculty rosters of 35 of the 158 institutions in our study. Tables 2 and 3 below show the actual numbers of faculty oversampled who elected to participate in our study.

TABLE 2

ACHIEVED CASES IN CORE AND OVERSAMPLE

FOR CERTAIN DISCIPLINE GROUPS IN RESEARCH UNIVERSITIES I & II

ACADEMIC DISCIPLINE	ACHIEVED CASES: CORE	ACHIEVED CASES: OVERSAMPLE	TOTAL CASES ACHIEVED
Biological Sciences	154	62	216
Business	73	101	174
Engineering	124	174	298
Mathematics, Statistics	55	79	134
Chemistry	43	99	142
Physics	43	112	155
Psychology	52	136	188
Anthropology, Sociology	58	114	172
Economics	31	105	136
Political Science	34	150	184

TABLE 3

ACHIEVED CASES IN CORE AND OVERSAMPLE

FOR BUSINESS FACULTY BY CARNEGIE CLASSIFICATION

CARNEGIE CLASSIFICATION	ACHIEVED CASES: CORE	ACHIEVED CASES: OVERSAMPLE	TOTAL CASES ACHIEVED
Research Universities	73	101	174
Doctoral-Granting Universities	52	77	129
Comprehensive Universities and Colleges I	26	81	107
Comprehensive Universities and Colleges II	0	11	11
Liberal Arts Colleges	3	4	7
Two Year Colleges	14	12	26
Total	168	286	454

QUESTIONNAIRE DEVELOPMENT

The survey questionnaire was developed during late fall 1976 and early winter 1977. It was prepared by Professors Ladd and Lipset with assistance from the staff of the Social Science Data Center. Other major contributors to the design of the questionnaire were Robert Merton and Harriet Zuckerman, Professors of Sociology at Columbia University, David Palmer, Assistant Professor of Management and Administrative Science at the University of Connecticut, and Michael O'Leary of the National Science Foundation. In addition, three persons affiliated with the American Association of University Professors were of considerable help in the design of the questionnaire. They are Maryse Eymonerie, Associate Secretary and Survey Director of the AAUP; Leonard L. Ross, Professor of Anatomy at the Medical College of Pennsylvania and Chairman of the Council Committee on Association Structure (AAUP); and Alice S. Rossi, Professor of Sociology at the University of Massachusetts and Second Vice President of the AAUP.

Prior to being sent to the printers, the questionnaire was subjected to a pretesting process. Approximately 50 colleagues of Professors Ladd, Lipset, and Palmer were invited to express their opinions on the wording of questions and the physical design and layout of the research vehicle. Many of their suggestions were incorporated into the final design of the questionnaire. (See Appendix C).

QUESTIONNAIRE MAILING AND RECEIPT

Upon completion of the sampling process and the printing of mailing labels, the mailing operations phase of the study began. This operation--affixing labels on envelopes and enclosing therein the questionnaires and cover letters--was conducted by staff of the Social Science Data Center of the University of Connecticut. Questionnaires were put in the mails at the Storrs

office of the United States Postal Service.

1) First questionnaire mailing, March 14--March 18, 1977. 8,697 questionnaires were mailed over a period of 10 work days, an average of 870 a day put into the mails.

2) First follow-up post card mailing, March 28--April 4, 1977. Approximately 7,200 post cards were mailed out to remind the faculty contacted about our invitation for their participation.

3) Second questionnaire mailing, April 25-May 4, 1977. Approximately 5,800 questionnaires were mailed out to those faculty who had not yet participated or declined to do so.

4) Second follow-up post card mailing, June 10 and 13, 1977. Approximately 4,800 of these reminders were mailed out.

Returning questionnaires were immediately recorded on our master list and then placed in safe storage pending the start of the coding process.

The mailing labels for those faculty who had already returned their completed questionnaire, or who had notified us of their decision not to participate, or whose questionnaires were returned as undeliverable, were discarded. This list-cleaning process was done right up until the last minute before the second, third, and fourth waves of the mailing process so as to reduce postage, printing, and administrative costs, and to avoid pestering faculty who had already extended to us their kind cooperation as well as those who had exercised their right to decline participation.

A number of letters were received from people inquiring about their eligibility for inclusion in the study or asking for a clarification regarding our pledge of confidentiality. In each case, a personal letter was sent to them. Letters also were received from people who had been delivered a reminder post card but who had never received a copy of the questionnaire. They were immediately sent another copy. In response to a reminder card from us, some 25 respondents reported their completed questionnaires had been sent

and possibly lost in the mails. A surprisingly high proportion of them generously offered to fill out a second copy, which was sent to them.

The first returned questionnaire was received only three days after the beginning of the mailing operation. The last questionnaires accepted for inclusion in the study were received on July 26, 1977, the ending date of our mailing operations. During the 92 days of this period 4,607 questionnaires were received. Fully half of them were received in the first 27 days.

Of the 4,607 questionnaires returned, 224 were found to be either unusable--because of irregularities in the way they were completed--or to be from individuals ineligible for inclusion in our study. Without taking these into account, the response rate for the survey was 50.4 per cent, this rate being determined by the number of usable questionnaires (4,383) divided by the total number of questionnaires mailed out (8,697). The actual, adjusted response rate of 51.7 per cent is derived by dividing 4,383 by the adjusted denominator, 8,473 (8,697 minus 224). This figure, 51.7,is the proportion of the faculty eligible and able to participate in our study who chose to return a completed questionnaire.

QUESTIONNAIRE CODING

Coding was the most extensive task of the survey. It was performed by eight people under the direction of Carol Collins, also a staff assistant for the 1975 Ladd-Lipset Survey. Each coder was given a coder's manual developed by Keith MacDonald and Diane Reed. This manual created typologies of questions, anticipated coding dilemmas and formulated the proper coding responses. In addition, a "benchmark codesheet" was created for the coders to use for periodic checks to make sure responses were appropriately recorded on the codesheets.

Coding began on May 20, 1977 and ran for approximately ten weeks, ending on August 3, 1977. Quality control checks were done weekly by the chief coder. It was a considerable task often taking two full days to complete. Several predetermined variables were checked on a randomly chosen number of questionnaires from each coder. These variables were chosen because they were considered to be onces where errors would most likely occur. Corrections were made whenever errors were located. The error rate was determined by the number of errors divided by the number of possible errors. So, if 300 columns on the codesheets of a given coder were checked for errors and one were found, that coder would have an error rate of .33 per cent. If any errors were found in columns not included in the official check they were then added to the count. Continuing our example, the one original error would be added to the new ones, say, three, and this new total would be divided by the new number of possible errors, 303. (300 + 3 = 303) The error rate would be 4/303 or 1.3 per cent. Over the nine week period of coding, a total of 4,383 questionnaires were coded, at a rate of 2.43 per man/hour with an average weekly error rate of .4 per cent.

KEYPUNCHING

Keypunching services for the 1977 survey were provided by a state agency, the Commission on Special Revenue, located in Wethersfield, Connecticut. The

keypunching was done under the supervision of Pam Sullivan and computer work at the Commission was performed by Ted Loss. Both worked under the supervision of Don Maloney. The codesheets were typed directly onto tape. To insure accuracy, the keypunching was verified by typing each deck twice and then comparing the "punches" by a machine process.

CODEBOOK DEVELOPMENT

The width and location of the variables were necessarily determined before the coding and keypunching processes began. The actual codebook itself was not begun until after the coding and keypunching were both underway. Its design incorporated suggestions made by the chief coder based on her observation of response patterns. It was constructed with the needs of both the principal investigators and future outside users in mind. Its format followed that employed by the Survey Research Center of the University of Michigan.

DATASET CONSTRUCTION

While the keypunching was underway, programming staff began preparing the OSIRIS dictionary and dataset. Once all the tapes were in from the keypunching service, the programmers began cleaning the dataset, creating new variables, and collapsing existing ones into more manageable forms. On September 1, 1977, an unweighted version of the dataset was operational. A weighting scheme for the core sample cases was ready for use on October 1 and a weighting scheme for the whole sample was put into operation on November 1, 1977. The development of these two weightings schemes is explained below.

WEIGHTING PROCEDURES

So that one could accurately generalize about the entire body of full-time faculty within colleges and universities throughout the United States using data

derived from our sample, it was necessary to adjust the weight given to each one of the 4,250 respondents* from the 158 institutions in our study. These adjustments were necessary to correct for sampling errors and fluctuations in response rates between various groups of faculty; and to counteract the intentional oversampling of faculty in certain disciplines and types of institutions.

The weighting scheme of the 1975 Survey of the American Professoriate was used as the basis for determining the characteristics of the universe, that is, the professoriate at large. However, the ultimate source of our information was the 1973 Institutional Characteristics File of the American Council of Education on which the 1975 study itself was based. It would have been far more preferable to use population or census data for the universe characteristics but unfortunately such a comprehensive set of population data (i.e., rank by discipline by Carnegie classification) is not readily available.

Table 4 shows the variables that were used in both the 1975 and 1977 weighting schemes. The 1977 scheme is more elaborate in that the academic discipline variable is two-tiered, having long and short versions, both of which are more refined than that of 1975; and, an index of school quality is used to further classify schools within each Carnegie classification. (See CONSTRUCTION OF THE INDEX OF "SCHOOL QUALITY.") Two versions of the discipline variable were required because the oversampling procedures were carried out on eleven teaching fields in the research universities. Thus, the first tier consists of eleven specific disciplines and four other, general areas; the second tier consists of five general areas. (The four areas of the first tier plus business).

The weight variable was created in four steps. First, a weight was established for the "core cases"--those cases in the general sample. Then, an adjustment factor was created to account for the cases generated by the oversampling

*This figure differs from the number of usable questionnaires received (page 7) because 133 cases were not considered appropriate for inclusion in our national sample and were not given weight values. These excluded cases constitute part of the data base used in a different facet of our study of academics.

TABLE 4

WEIGHTING VARIABLES: 1975 AND 1977 SURVEYS OF THE AMERICAN PROFESSORIATE

1975	1977	
TYPE OF SCHOOL		
Carnegie Classification of Institutions of Higher Education; 4-fold version:	Carnegie Classification of Institutions of Higher Education; 5-fold version:	by Index of School Quality:
Doctoral-Granting Universities	Research Universities	High
Comprehensive Universities and Colleges	Doctoral-Granting Universities	Medium
Liberal Arts Colleges	Comprehensive Universities and Colleges	Low
Two Year Institutions	Liberal Arts Colleges	
	Two Year Institutions	
ACADEMIC RANK		
Professors	Professors	
Associate Professors	Associate Professors	
Assistant Professors/Instructors	Assistant Professors/Instructors	
ACADEMIC DISCIPLINE:		
Social Sciences	First Version, Research Universities:	Second Version, Other Institutions:
Natural Sciences	Biological Sciences	Social Sciences
Business/Applied	Business	Humanities
	Engineering	Natural Sciences
	Mathematics and Statistics	Business
	Chemistry	Other Business/Applied
	Environmental Sciences	
	Physics	
	Psychology	
	Anthropology, Archaeology, Sociology	
	Economics	
	Political Science	
	Other Social Sciences	
	Other Natural Sciences	
	Humanities	
	Other Business/Applied	

process. Next, each core weight was multiplied by its respective adjustment factor to produce the preliminary weight. The effect of this process was to reduce the core weight proportionally as the ratio of core cases to the total number of cases decreased. Finally, the preliminary weight was multiplied by a factor of two to produce the final weight itself.

This last step is a completely heuristic one; it is done to make the weighted N's of the research universities more nearly resemble the actual number of respondents. So, anyone looking at a particular group of cases, say, associate professors of political science at Research Universities institutions of medium quality, would have at least a rough idea of how much reliability or stability he or she might impute to the way the data fall. Table 5 below summarizes the steps used in deriving the weight for each cell in Table 6.

TABLE 5

CALCULATIONS USED IN DERIVING WEIGHTS

1. $\frac{\text{1975 Percentage of Total Cases}}{\text{1977 Percentage of Total Cases}}$ = Core Weight

2. $\frac{\text{Number of Core Cases}}{\text{Number of Total Cases}}$ = Adjustment Factor

3. Core Weight X Adjustment Factor = Preliminary Weight

4. Preliminary Weight X 2 = 1977 Weight

For cells in which there were no oversampled cases, only Steps 1 and 4 of Table 5 were performed. Table 6 , which lists the weight values is presented on pages 14 to 16.

CONSTRUCTION OF THE "INDEX OF SCHOOL QUALITY"

An index of institutional status, similar to that employed in the 1969 Carnegie Commission Faculty Survey, was created for the institutions in each of

the 1975 and 1977 Ladd-Lipset Surveys of the American Professoriate. Data comprising each index were drawn from the American Council on Education's 1973 Institutional Data File. The index encompasses three separate variables: selectivity--the average SAT scores of incoming freshmen; affluence--total institutional revenue adjusted to a per student base; and research--expenditures for research, also adjusted for the number of students.

Each college or university recieved a rating on the individual items of between 1 and 9, indicating its relative standing (from highest to lowest). Raw scores for the final additive index range from 3 (an institution with a score of 1 on each item, the highest standing) to 27 (a school with a score of 9 on each item, the lowest standing).

This raw score scale running from 3 to 27 has been variously "collapsed" in the course of data analysis and data presentation. Three-fold, four-fold, and seven-fold versions are the most commonly employed.

Collapsed Position:	Raw Scores		
	7-fold Version	4-Fold Version	3-Fold Version
1	3-9	3-8	3-9
2	7-9	9-12	10-17
3	10-12	13-19	18-27
4	13-15	20-27	
5	16-18		
6	19-21		
7	22-27		

TABLE 6

ASSIGNED WEIGHT VALUES DEFINED BY RANK, DISCIPLINE,
CARNEGIE CLASSIFICATION, AND INDEX OF SCHOOL QUALITY

Research Universities

High Quality				Medium Quality		
Professors	Associate Professors	Assistant Professors		Professors	Associate Professors	Assistant Professors
.5566	.4928	.9222	Biological Sciences	1.1542	1.6066	1.2306
.2504	.2696	.1054	Business	.5968	.5608	.9090
.2264	.1968	.2294	Engineering	.3892	.3856	.3156
.3292	.4074	.4182	Math and Statistics	.4160	.9038	1.6348
.2244	.2948	.6120	Chemistry	.4438	.7414	1.3624
.6946	.9504	1.0404	Environmental Sciences	1.3318	2.4102	.0000
.2166	.1828	.2738	Physics	.7768	.4820	.4542
.2788	.2394	.3832	Psychology	.3916	.4616	.6242
.4262	.2734	.4448	Anthropology. Archaeology Sociology	.3134	.3078	.8192
.1390	.3786	.2594	Economics	1.1194	.2638	.5462
.1652	.9340	.3436	Political Science	.2240	1.8462	1.0924
.6944	.8736	.9436	Other Social Sciences	1.1752	1.8462	2.1848
.7026	.8170	1.1600	Other Natural Sciences	.9988	2.4102	2.3842
.7030	.8080	1.3692	Humanities	1.4218	1.4426	1.8532
.4746	.4412	.3676	Other Applied	1.4210	.6186	.7100

TABLE 6, Continued

Doctoral-Granting Universities				Comprehensive Universities and Colleges		
Professors	Associate Professors	Assistant Professors		Professors	Associate Professors	Assistant Professors
			High Quality			
.1806	.2052	.2258	Business	.0000	.4792	.0000
.8805	.8618	1.2454	Social Sciences	.0000	.9338	1.2454
.8014	.8772	1.2386	Natural Sciences	.8014	.9504	1.3006
.7664	.8828	1.3946	Humanities	.0000	.8828	1.3946
.5062	.4792	.4068	Other Applied	.5424	.0000	.4068
			Medium Quality			
.6078	.2076	.3822	Business	.2210	.1050	.1576
1.4528	1.7658	2.0598	Social Sciences	1.5016	1.6782	2.0754
1.3014	2.3298	2.7248	Natural Sciences	1.2966	2.1908	2.5950
1.4218	1.6980	2.1384	Humanities	1.4218	1.7634	2.0362
1.4920	.7012	.7100	Other Applied	1.4920	.6642	.7100
			Low Quality			
12.2372	.0000	.0000	Business	5.2444	.3286	1.9715
9.8776	10.5778	.0000	Social Sciences	8.6428	10.5778	12.1340
.0000	.0000	.0000	Natural Sciences	15.1516	20.1428	17.6008
.0000	.0000	.0000	Humanities	19.4642	6.1918	13.8086
.0000	.0000	.0000	Other Applied	12.2372	3.6818	8.8730

TABLE 6, Continued

Liberal Arts Colleges				Two-Year Colleges		
Professors	Associate Professors	Assistant Professors		Professors	Associate Professors	Assistant Professors
			High Quality			
.0000	.0000	.0000	Business			
.8806	.9338	1.2454	Social Sciences			
.8014	.9504	1.3006	Natural Sciences			
.7664	.8828	1.3946	Humanities			
.0000	.0000	.0000	Other Applied			
			Medium Quality			
1.4920	.7012	.3550	Business			
1.5670	1.8462	1.8726	Social Sciences			
1.3318	2.4102	2.7248	Natural Sciences			
1.4218	1.7634	2.1384	Humanities			
1.4920	.7012	.7600	Other Applied			
			Low Quality			
.0000	.0000	.0000	Business	6.1186	2.3670	5.0702
9.8776	10.5778	13.6508	Social Sciences	9.8776	10.5778	13.6508
15.1516	20.1428	.0000	Natural Sciences	15.1516	13.4270	21.1212
9.4642	6.1918	13.8086	Humanities	9.4642	6.1918	13.8086
.0000	3.9450	8.8730	Other Applied	12.2372	3.5066	8.8730

DATA VALIDATION: COMPARISONS MADE TO OTHER DATA SOURCES AND CHECKING FOR RESPONDENT BIAS

Once the weighting scheme was operational, we began comparing certain distributions in our study to those that existed in four other recent surveys of academics. These four are the 1969 Carnegie Commission on Higher Education Faculty Study, the 1972-73 Faculty Study of the American Council on Education, the 1975 Carnegie Survey of American Academics and the Ladd-Lipset 1975 Faculty Survey. They have achieved N's near 60,000, 53,000, 25,000 and 3,500 respectively. In addition, we were able to obtain a limited amount of population data with which to check the accuracy of several distributions in our survey data. These population data were obtained from reports issued by the American Association of University Professors and the National Center for Educational Statistics.

We also compared certain distributions of data between the three categories of Table 8: weighted respondents, unweighted respondents, and nonrespondents. Our purpose in doing this was to check for respondent bias. It also indicated whether the weighting scheme was appropriately adjusting for differing response rates and variations in the original sampling rates. As Table 8 shows, there was a considerably greater tendency for professors to answer the questionnaire and for assistant professors and instructors to decline to do so. The weighting scheme acts to correct this variation in response rates.

Regarding Carnegie classification, there is little variation between the distributions of unweighted respondents and nonrespondents. The weight values adjust for the heavy oversampling of research universities. For the most part, there is little difference between the distributions of the various discipline groups of unweighted respondents and nonrespondents. Here, too, the weighting scheme is adjusting for the original oversampling of faculty from certain disciplines.

Table 7 shows the comparative distributions of data for six variables whenever present among the four surveys mentioned previously and the 1977 survey. There is remarkable consistency in the distributions of sex, father's principal occupation, party identification, and 1972 presidential vote. Additionally, the 1977 survey shows a continuing, though modest, relative decline of Protestants and increase of Catholics and Jews among academics. In the distributions of faculty by rank, our 1975 and 1977 surveys are quite similar to the 1973 ACE study. Compared to the 1969 Carnegie survey, our two studies have proportionally more professors and fewer assistant professors and instructors. As Table 11 indicates, however, our rank distributions approximate those found in population data from AAUP and NCES sources.

Tables 9 and 10 compare the distributions of faculty among several age cohorts. Data are shown for both the faculty as a whole and faculty in the two divisions of the Research University category. In both tables, one can see virtually identical distributions across all categories but one; the youngest faculty in Research Universities II in the 1975 Ladd-Lipset survey constitute a greater share of their sample than their cohorts do in the other two studies. These two tables are a very important part of our validation process. We reluctantly based our weighting scheme on the 1975 Ladd-Lipset survey, which was in turn based on the 1973 ACE survey because of a dearth of population data. Consequently, we feared that our sample would understate any aging of the faculty that may have occurred in the <u>four</u> years between the ACE survey and our latest one. Tables 9 and 10 show us that our data compare excellently to those derived from the 25,000 respondents of the Carnegie survey taken <u>two</u> years ago.

Finally, we can turn to Table 11 which compares several distributions from our survey data to those derived from population data. The proportion of full professors in our survey is only slightly higher than what the AAUP or NCES

figures read. The three salary averages are somewhat divergent. They are evenly separated by about $500, ours being the highest figure. The remaining distributions--those on sex and institutional control and type--compare very well and they serve to strengthen our confidence in the accuracy of the 1977 survey as a portrait of the American professoriate.

TABLE 7

DISTRIBUTIONS OF FACULTY BY RANK, SEX, RELIGIOUS BACKGROUND, PRINCIPLE OCCUPATION OF FATHER, PARTY IDENTIFICATION, AND 1972 PRESIDENTIAL VOTE

	1969 Carnegie Survey	1973 ACE Survey	1975 Ladd-Lipset Survey	1977 Ladd-Lipset Survey
Rank				
Professors	26	29	32	32
Associate Professors	24	28	25	25
Assistant Professors/ Instructors	51	43	44	43
Sex				
Male	19	22	21	19
Female	81	78	79	81
Religion Raised				
Protestant	66		60	57
Catholic	18		19	20
Jewish	9		10	11
Other	4		7	7
None	3		5	5
Father's Occupation				
College/University Teaching, Research, Administration	4		4	3
Elementary or Secondary Teaching or Administration	3		3	5
Other Professional	14		16	16
Managerial, Administrative, Semi-professional	16		17	15
Owner, Large Business	2		1	1
Owner, Small Business	18		18	17
Other White Collar: Clerical, Retail Sales	8		7	7
Skilled Wage Worker	16		17	17
Semi- and Un-skilled Wage Worker, or Farm Laborer	8		9	9
Armed Services	1		1	1
Farm Owner or Manager	10		8	9
Party Identification				
Strong Democrat			16	16
Not Very Strong Democrat			15	15
Independent/Democrat			31	31
Independent			11	11
Independent/Republican			14	14
Not Very Strong Republican			9	9
Republican			4	4
Other Party			1	1
1972 Presidential Vote				
McGovern			57	55
Nixon			33	35
"Left" Candidate			1	1
Other Candidate			2	1
Not Eligible to Vote			2	2
Did Not Vote			6	6

TABLE 8

DISTRIBUTIONS OF RESPONDENTS AND NONRESPONDENTS
BY RANK, DISCIPLINE, AND CARNEGIE CLASSIFICATION

(Column Percentages)

	Respondents (weighted)	Respondents (Unweighted)	Nonrespondents
Professors	32	42	32
Associate Professors	25	28	26
Assistant Professors/Instructors	43	31	43
Business	5	9	12
Social Sciences	18	21	19
Natural Sciences	36	30	29
Humanities	25	17	18
Other Applied	16	21	23
Business	5	9	12
Social Sciences	18	21	19
Humanities	19	13	11
Fine Arts	6	4	7
Physical Sciences	19	16	14
Biological Sciences	11	9	5
Medicine	6	5	10
Education	5	5	5
Engineering	3	7	8
Other	8	5	10
Research Universities	26	64	64
Doctoral-Granting Universities	16	18	18
Comprehensive Universities and Colleges	34	12	11
Liberal Arts Colleges	6	3	2
Two Year Colleges	19	3	5

TABLE 9

FACULTY AGE COHORTS FOR ALL AMERICAN UNIVERSITIES AND COLLEGES

(Column Percentages)

Age Cohorts	1975 Carnegie Survey of American Academics	1975 Ladd-Lipset Survey	1977 Ladd-Lipset Survey
31 years or younger	13	12	11
32-36	20	19	21
37-41	17	17	17
42-46	15	16	16
47-51	12	12	12
52-56	11	11	12
57-61	7	7	7
62 and older	5	5	4

TABLE 10

FACULTY AGE COHORTS IN RESEARCH UNIVERSITIES

(Column Percentages)

Research Universities I				Research Universities II		
1975 Carnegie Survey of American Academics	1975 Ladd-Lipset Survey	1977 Ladd-Lipset Survey	AGE COHORTS	1975 Carnegie Survey of American Academics	1975 Ladd-Lipset Survey	1977 Ladd-Lipset Survey
12	11	10	31 Years or Younger	11	18	11
19	21	21	32 - 36	20	20	23
16	17	16	37 - 41	18	14	16
16	16	14	42 - 46	15	13	14
13	11	12	47 - 51	12	12	12
10	11	11	52 - 56	11	11	9
7	7	10	57 - 61	7	7	8
6	7	6	62 and Older	6	5	7

TABLE 11

DISTRIBUTIONS OF FACULTY

BY SEX, CONTROL OF INSTITUTION, TYPE OF INSTITUTION, AND RANK;

AVERAGE ANNUAL FACULTY SALARY

	AAUP[1]	1977 Ladd-Lipset Survey	NCES[2]
Male	81	81	77
Female	19	19	23
Public		73	69
Private		27	31
University		42	35
Four-Year Institutions		40	54
Two-Year Institutions		19	10
Professors	28	32	27
Associate Professors	29	25	29
Assistant Professors/Instructors	44	43	44
Salary	$17,930	$18,500	$17,456

[1]American Association of University Professors, AAUP Bulletin, Volume 63, Number 3, August 1977, pp. 152, 167.

[2]National Center for Educational Statistics, Selected Statistics on Salaries and Tenure of Full-Time Faculty, 1976-77, NCES 77-313, April 19, 1977, Table 1.

APPENDIX A--LETTER TO INSTITUTIONAL PRESIDENT ASKING FOR FACULTY LISTS

The University of Connecticut

STORRS, CONNECTICUT 06268
SOCIAL SCIENCE DATA CENTER

August 12, 1976

Dear

In the upcoming academic year, Martin Lipset of Stanford University and I will be directing another national survey of American academics. I am writing to request your assistance.

We surveyed some 3,500 faculty at 111 colleges and universities in the Spring of 1975. As you may know, that study was reported on in a Chronicle of Higher Education series of 36 articles, between September 1975 and May 1976. We have been very pleased with the response to that effort. It is clear that a significant number of people in higher education have found information drawn from our survey endeavor to be helpful. It is also evident that a number of areas were not covered--or insufficiently covered--by our 1975 investigation and should now be explored. We do not intend simply to repeat the earlier study but rather to build upon it, moving into areas which have been identified by the progress of our work or the comments of our readers.

The sampling procedure for our new survey, briefly described, is this. In the first stage, we draw a random sample of colleges and universities. In the second stage, we draw, again randomly, a sample of individual faculty members from the rosters of the institutions which have been selected. The first stage has now been completed. Some 160 schools are in our sample. One of them is (institution name).

We would greatly appreciate it if a member of your staff would supply us with a list of all people employed full time and holding faculty rank at your institution. (This is meant to include any such faculty members at professional schools under your jurisdiction.) The list should indicate departmental affiliation (needed in addressing the questionnaires, of course) and ideally would contain as well academic rank. These lists will constitute the basic "sampling frame" and are critical to our whole endeavor.

Lipset and I recognize that some universities may be reluctant to release the list we are requesting. There is the important matter of confidentiality. And in some instances preparation of a list in suitable format for release may entail a considerable amount of work. We hope, however, that the justification for our request and the assurances we are able to give will prove sufficient.

We have been associated with two earlier large-scale faculty surveys--the Carnegie investigation of 1969 and the 1975 study. In each case we promised participating institutions and individuals that confidentiality would never be

breached. We would never say: "The faculty of X University believes that. . . ." And we would never permit identification of any individual participant. We have lived up to this promise fully in the past, and we renew it here.

Those selected in a random fashion from the lists of all full-time faculty will be invited to participate in the survey. If they do take part, the confidentiality of their responses will be guaranteed. If they choose not to participate, that of course ends the matter.

Our 1976-77 study is a piece of open scholarly research. The data which we collect, so masked as to conceal the identity of institutions and individuals, will be opened to general scholarly use within 24 months after the data collection has been completed. (This same procedure was followed with the 1969 study, and is being adhered to in the case of the 1975 investigation.)

If you would like any further information, please do not hesitate to call either of us. My telephone number at the Social Science Data Center of the University of Connecticut is (203) 486-4440. Lipset's number at Stanford University is (415) 497-4741.

Please have the faculty lists mailed to me at my Social Science Data Center address.

Sincerely,

Everett C. Ladd, Jr.
Director, and Professor
of Political Science

ECL/ks

APPENDIX B

ALPHABETICAL LIST OF INSTITUTIONS

Adelphi University, New York
American University, D.C.
Appalachian State University, N.C.
Armstrong State College, Georgia
Auburn University (Main campus), Al.
Austin Peay State University, Tenn.
Ball State University, Indiana
Beloit College, Wisconsin
Bergen Community College, New Jersey
Boston University, Massachusetts
Bowling Green State University (mc)*, Ohio
Catholic University of America, D.C.
Central Missouri State College
Herbert H. Lehman College (CUNY), New York
New York City Community College (CUNY)
Clark University, Massachusetts
College of the Desert, California
College of the Holy Cross, Massachusetts
College of San Mateo, California
College of Wooster, Ohio
Columbus College, Georgia
Cornell University (mc), New York
Creighton University, Nebraska
Cuyahogra Community College, Metropolitan Campus, Ohio
Dickinson College, Pennsylvania
Duquesne University, Pennsylvania
Dutchess Community College, New York
East Los Angelos College, California
Elmhurst College, Illinois
Emmanuel College, Massachusetts
Fairleigh Dickinson University (mc), N.J.
Florida State University
Fordham University, New York
Georgetown University, D.C.
George Washington University, D.C.
Georgia Institute of Technology
Georgia Southern College
Gettysburg College, Pennsylvania
Gustavus Adolphus College, Minnesota
Harvard University, Massachusetts
Hiram College, Ohio
Howard University, D.C.
Illinois State University
Indiana University (Bloomington)
Indiana University of Pennsylvania (mc)
Jackson State College, Mississippi
Kent State University (mc), Ohio
Kutztown State College, Pennsylvania
Lane Community College, Oregon
Los Angelos City College, California
Marian College, Indiana

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*mc: main campus

Massachusetts Institute of Technology
Memphis State University, Tennessee
Metropolitan State College, Colorado
Milligan College, Tennessee
Montana State University
Morehead State University, Kentucky
Muskegon Community College, Michigan
Nassau Community College, New York
North Adams State College, Massachusetts
North Carolina State University (Raleigh)
North Dakota State University
Northeastern University, Massachusetts
Northern Illinois University
North Georgia College
North Texas State University
Occidental College, California
Ohio State University (mc)
Ohio University (mc)
Old Dominion University, Virginia
Olivet College, Illinois
Pennsylvania Drexel University
Platte Technical Community College, Nebraska
Portland State University, Oregon
Regis College, Massachusetts
Rockford College, Illinois
Roosevelt University, Illinois
St. John's University, New York
St. Cloud State College, Minnesota
San Jose State University, California
Schenectady County Community College, N.Y.
Seattle University, Washington
Seton Hall University, New Jersey
Siena College, New York
Skyline University, California
Smith College, Massachusetts
Southern Illinois University, Edwardsville
Southern Methodist University, Texas
Southwest State University, Minnesota
State University of New York, Albany
State University of New York, Binghamton
State University of New York, College at Plattsburgh
State University of New York, Stonybrook
Syracuse University, New York
Temple University, Pennsylvania
Tennessee Technological University
Texas Agricultural and Mechanical University
Texas Christian University
Texas Southern University
Texas Woman's University
Tunxis Community College, Connecticut

University of Connecticut
University of Denver, Colorado
University of Georgia
University of Hawaii (mc)
University of Houston, Texas
University of Illinois, Urbana
University of Louisville, Kentucky
University of Maine, Farmington
University of Maine, Orono
University of Maryland (mc)
University of Miami, Florida
University of Michigan, (mc)
University of Minnesota, Duluth
University of Mississippi (mc)
University of Missouri, Kansas City
University of Montana
University of Nebraska (mc)
University of Nevada, Reno
University of North Carolina, Charlotte
University of North Carolina, Wilmington
University of Notre Dame, Indiana
University of Oklahoma (mc)
University of Oregon (mc)
University of Pennsylvania
University of Pittsburgh (mc), Pennsylvania
University of Rhode Island
University of Richmond, Virginia
University of Sciences and Arts of Oklahoma
University of Southern California
University of Southwestern Louisiana
University of Texas, Austin
University of Toledo, Ohio
University of Utah
University of Washington
University of Wisconsin, Madison
University of Wyoming
Vanderbilt University, Tennessee
Washburn University, Topeka, Kansas
Washington State University
Washington University, Missouri
Wayne County Community College, Michigan
Wesleyan University, Connecticut
Western Michigan University
Western Washington State College
Westmount College, California
West Virginia University (mc)
Worthington Community College, Minnesota
Yakima Valley College, Washington
Yale University, Connecticut
Yeshiva University, New York
Youngstown State University, Ohio

APPENDIX C

COVER LETTER AND QUESTIONNAIRE

THE 1977 SURVEY OF THE AMERICAN PROFESSORIATE

Dear Colleague:

We are writing to request your participation in this survey.

These are not easy times for American Higher education. After the tremendous expansion of the 1960s, we have entered an era of minimal growth, even of retrenchment. In the wake of this shift, questions are being raised about all manner of academic processes and assumptions.

We mention this because it is relevant to the help we are seeking. The primary reason for this faculty survey is to collect information useful to the formation of sound education policy. If intelligent responses are to be forthcoming, they must be based on an adequate reading of faculty preferences and the maximum input of faculty understanding. It is important that policy makers (inside and outside academe) know the views of the more than a half million men and women who, through their research activities and their training of over eight million college students each year, play so large a role in American educational and scientific life.

We are aware that this survey, like any other, has its limitations, and that there are many other ways in which the positions of faculty members are made known. But we believe that the responses to a questionnaire which is carefully designed, which is sent to a representative sample of all academics, and which includes the widest spectrum of salient educational, scientific, and scholarly issues, can make a real contribution.

For the last eight years, both of us have been associated with research on faculty opinion and higher education. We have reported on our earlier survey findings in a number of books and scholarly articles and, during 1975-76, in a series of 36 pieces published in *The Chronicle of Higher Education*. At the invitation of the editors, the results of this new survey will be published in *The Chronicle* beginning in September 1977. Other research uses will be made of the data, but the policy-relevant findings will find a wide audience, quickly, through this newspaper.

The questionnaire is a long one. Our pretesting shows that faculty require, on average, something over one hour to complete it. But the questionnaire could have been shortened only by excluding important substantive areas, thereby making the ultimate results less valuable.

Your help is obviously critical. We want to secure the views of a fully representative sample of *all faculty*, not just a portion of the professoriate. The accuracy of the survey is entirely dependent upon your willingness to answer the questions. We believe the importance of the study will justify the time you give to it.

If you would like to receive, with our compliments, a preliminary report on the findings, please check the box at the bottom of this letter. Within two years after the questionnaires have been returned, the data set and supporting materials—*coded so as to preclude identification of any individual or institution*—will go into the public domain and will be available to all interested academics.

One other matter. It is impossible to frame questions all of which are equally relevant to faculty members in many different disciplines and kinds of institutions. You may find some that seem inappropriate to your situation. We have tried to indicate clearly those items which are applicable only to certain groups of professors.

Most importantly, we assure you that your answers will be held in strictest confidence. As in our past survey work, this commitment is absolute. We are interested only in the total distributions of responses and in statistical relationships, and under no circumstances will we report responses on an individual or departmental basis. The identifying number which appears on the questionnaire is solely for internal administrative purposes—for example, so that we can send copies of the findings to those who want them.

We hope that you will find the questionnaire interesting to answer, and that you will complete and return it to us while you have it at hand. We will welcome any comments you might make and will endeavor to answer any questions you might raise.

Thank you for your help.

Sincerely,

Everett C. Ladd, Jr.
Social Science Data Center, U-164
University of Connecticut
Storrs, Connecticut 06268
(Telephone 203-486-4440)

Seymour Martin Lipset
Lou Henry Hoover Building
Stanford University
Stanford, California 94305
(Telephone 415-497-4741)

☐ Check here if you wish us to send you a preliminary report on the survey findings.

RESPONSE INSTRUCTIONS

Most of the questions below can be answered by simply putting a check mark in the numbered square or squares which identify what you consider the most appropriate response. It does not matter what type of pen or pencil you use.

I. CURRENT CONCERNS

The general status of American higher education, the problems confronting it, and its performance are now being extensively discussed. The questions that follow ask your views on these matters.

1. Please indicate your agreement or disagreement with each of these statements about contemporary scholarship and academic experience.

[1] **Strongly agree**
[2] **Agree with reservations**
[3] **Disagree with reservations**
[4] **Strongly disagree**

a. I am much less confident today than I used to be about the capacities of higher education to help make a better society ..... [1] [2] [3] [4]
b. Too many people ill-suited to academic life are now enrolling in colleges and universities ..... [1] [2] [3] [4]
c. Universities continue to hold the privileged position of public favor that was theirs in the 1960s ..... [1] [2] [3] [4]
d. The U.S. is creating a work force overtrained in terms of available jobs ... [1] [2] [3] [4]
e. There has been a widespread lowering of standards in American higher education ..... [1] [2] [3] [4]
f. American higher education has shifted too far toward providing educational opportunities for disadvantaged students at the expense of maintaining challenging programs for gifted students ..... [1] [2] [3] [4]

2. There has been considerable discussion about the changes in students' orientations *from the late 1960s or early 1970s to the present.* **How would you assess each of the following descriptions, on the basis of your own observation?**

[1] **Strongly agree**
[2] **Agree with reservations**
[3] **Disagree with reservations**
[4] **Strongly disagree**

a. Students have become more conservative politically ..... [1] [2] [3] [4]
b. Students have become more conservative culturally ..... [1] [2] [3] [4]
c. On the whole, my students are now more willing to work hard in their studies ..... [1] [2] [3] [4]
d. Students have become overly grade conscious, too narrow and "careerist" in their concerns ..... [1] [2] [3] [4]
e. Overall, the mood of college and university students today is better suited to a successful educational experience than was the mood of their counterparts 5 or 10 years ago ..... [1] [2] [3] [4]

3. The statements below relate to teaching and student performance. Does each correctly reflect your personal judgement?

[1] **Definitely yes** [2] **Only partly** [3] **Definitely no**

a. The students with whom I have close contact are seriously underprepared in basic skills—such as those required for written and oral communication . [1] [2] [3]
b. "Grade inflation" is a serious academic standards problem at my institution . [1] [2] [3]
c. American higher education should expand the core curriculum, to increase the number of basic courses required of all undergraduates..... [1] [2] [3]
d. A grading system which rigorously discriminates good student performance from bad contributes positively to student motivation ..... [1] [2] [3]
e. I find myself not grading as "hard," not applying as high standards in assessing student work, as I believe I should [1] [2] [3]

[IF YOU ARE CURRENTLY ENGAGED IN TRAINING GRADUATE STUDENTS, PLEASE ANSWER THE FOLLOWING. IF NOT, SKIP TO QUESTION 5.]

4. Do you agree or disagree with these statements on graduate education?

[1] **Strongly agree**
[2] **Agree with reservations**
[3] **Disagree with reservations**
[4] **Strongly disagree**

a. There has been an overall decline in the quality of graduate students in my discipline over the past decade ..... [1] [2] [3] [4]
b. There should be no reduction in the emphasis on research and graduate training *at my institution* ..... [1] [2] [3] [4]
c. There should be no reduction in the emphasis on research and graduate training *in my department* ..... [1] [2] [3] [4]
d. There should be no reduction in the emphasis on research and graduate training *in my discipline* ..... [1] [2] [3] [4]

II. THE FINANCIAL STATE OF AMERICAN HIGHER EDUCATION

Few topics involving higher education in the U.S. are receiving more attention than the matter of financial support. Consider first the question of what facilities are needed to do an optimum job of *communicating knowledge of your field of expertise to students.*

5. Please indicate which group of students among the following you consider to be your *primary* teaching responsibility.

Graduate students in a doctoral-level program ..... [1]
Graduate students in a masters degree-level program ..... [2]
Undergraduates majoring in your discipline [3]
Undergraduates enrolled in introductory courses in your discipline ..... [4]

6. How adequate are each of these facilities or resources in your department?

[1] **Completely adequate**
[2] **Generally adequate**
[3] **Generally inadequate**
[4] **Completely inadequate**
[5] **This resource/facility is not applicable to teaching in my specialty**

a. Basic laboratory equipment ..... [1] [2] [3] [4] [5]
b. Basic computer hardware and software ..... [1] [2] [3] [4] [5]
c. Availability of computer time for students ..... [1] [2] [3] [4] [5]
d. Laboratory assistants ..... [1] [2] [3] [4] [5]
e. Assistants for grading, conducting discussion sections, etc. ..... [1] [2] [3] [4] [5]
f. Laboratory space ..... [1] [2] [3] [4] [5]
g. Laboratory supplies ..... [1] [2] [3] [4] [5]
h. Practice facilities ..... [1] [2] [3] [4] [5]
i. Basic equipment other than computers or laboratory ..... [1] [2] [3] [4] [5]
j. Library ..... [1] [2] [3] [4] [5]
k. Funds for visiting lecturers, colloquia [1] [2] [3] [4] [5]

7. The amount and the form of government support for private colleges and universities has recently generated much debate. What is your judgement on the following propositions?

[1] **Strongly agree**
[2] **Agree with reservations**
[3] **Disagree with reservations**
[4] **Strongly disagree**

a. The first commitment of states should be to the public institutions ..... [1] [2] [3] [4]
b. State support of existing private institutions represents an economical way of expanding educational opportunity in an era of scarce educational resources ..... [1] [2] [3] [4]
c. The gap between public and private college tuition costs is so great that it threatens the future of many otherwise strong private colleges ..... [1] [2] [3] [4]
d. There is need for some system of "state equalization grants" that would provide students who wish to go to private institutions with a significant percentage of the subsidy provided on behalf of students attending public colleges ..... [1] [2] [3] [4]
e. If private colleges and universities are to receive increased public support, whether from the national or from state governments, they must submit to a higher measure of public regulation or public representation on their governing boards ..... [1] [2] [3] [4]

8. Please indicate whether you agree or disagree with each of the following statements on federal aid to higher education.

[1] **Strongly agree**
[2] **Agree with reservations**
[3] **Disagree with reservations**
[4] **Strongly disagree**

a. A new psychology of enforcement and control is extending through the whole range of federal relations with colleges and universities ..... [1] [2] [3] [4]
b. The cost, in dollars and in time, of federal regulations now constitutes a major burden on institutions of higher education ..... [1] [2] [3] [4]
c. Tuition grants from public sources should be given directly to the student rather than the college or university—whether public or private ..... [1] [2] [3] [4]

9. Are you actively involved in scholarly or scientific research? If you are not now, have you been in the past?

Am now involved ..... [1]
Not presently, but have been in the past ... [2]
Never actively involved ..... [3]

PLEASE NOTE: Here, and throughout this questionnaire, "scholarly" research should be taken to include all forms of original, creative expression.

10. [IF YOU NOW ARE OR HAVE BEEN ACTIVE IN RESEARCH, PLEASE ANSWER THE FOLLOWING. IF NOT, SKIP TO QUESTION 13.]

The sufficiency and direction of *federal* funding of research and development ("R&D") in universities has become the subject of renewed discussion and debate. Do you find the overall level of funding adequate or inadequate in terms of each of the following?

- [1] More funds are available than needed
- [2] Fully adequate
- [3] Generally adequate, but with some insufficiencies
- [4] Inadequate
- [5] Not applicable to my area of research

a. Support for research on the problems I want to work on [1] [2] [3] [4] [5]

b. Research support for promising young scholars who lack as yet established reputations ..... [1] [2] [3] [4] [5]

c. Research support for "high-risk" areas, where the chances of success may be modest but the potential payoffs great ..... [1] [2] [3] [4] [5]

d. Research support available to faculty at the most widely recognized and prestigious departments in my discipline ..... [1] [2] [3] [4] [5]

e. Research support available to departments in my discipline which are not yet major centers but which show promise of developing [1] [2] [3] [4] [5]

f. Support for basic research .. [1] [2] [3] [4] [5]

g. Support for applied research [1] [2] [3] [4] [5]

h. Support for graduate students [1] [2] [3] [4] [5]

11. How much contact have you had over the past five years with each of the federal agencies which are the principal suppliers of funds for academic research? *(Mark all that apply)*

- [1] No contact with this agency
- [2] Served as a member of a review panel(s)
- [3] Reviewed individual proposals
- [4] Made a single grant proposal submission
- [5] Made multiple grant proposal submissions
- [6] Received research support

a. Department of Agriculture ..... [1] [2] [3] [4] [5] [6]

b. Department of Defense . [1] [2] [3] [4] [5] [6]

c. Department of Housing and Urban Development ..... [1] [2] [3] [4] [5] [6]

d. Department of Interior .. [1] [2] [3] [4] [5] [6]

e. Department of Transportation ..... [1] [2] [3] [4] [5] [6]

f. Energy Research and Development Administration ..... [1] [2] [3] [4] [5] [6]

g. Environmental Protection Agency ..... [1] [2] [3] [4] [5] [6]

h. National Aeronautics and Space Administration. [1] [2] [3] [4] [5] [6]

i. National Endowment for the Arts ..... [1] [2] [3] [4] [5] [6]

j. National Endowment for the Humanities..... [1] [2] [3] [4] [5] [6]

k. National Institute of Education ..... [1] [2] [3] [4] [5] [6]

l. National Institutes of Health ..... [1] [2] [3] [4] [5] [6]

m. National Institute of Mental Health ..... [1] [2] [3] [4] [5] [6]

n. Other H.E.W. Agencies . [1] [2] [3] [4] [5] [6]

o. National Oceanic and Atmospheric Administration ..... [1] [2] [3] [4] [5] [6]

p. National Science Foundation ..... [1] [2] [3] [4] [5] [6]

q. Nuclear Regulatory Commission ..... [1] [2] [3] [4] [5] [6]

r. Other federal agencies .. [1] [2] [3] [4] [5] [6]

12. For each of the agencies below with which you have had contact over the past five years, please indicate which, if any, of the listed difficulties you have encountered *(mark all that apply.)*

- [1] **Have experienced excessive delays in proposal reviews and funding decisions**
- [2] **Have been subjected to obtrusive regulations**
- [3] **Have been subjected to discriminatory treatment**
- [4] **Have had grants "awarded without funding"**
- [5] **Have encountered program officers insufficiently competent in my specialty to properly assess my proposal**
- [6] **Have encountered program officers unsympathetic to the sort of research I wish to conduct**

a. Department of Agriculture	[1] [2] [3] [4] [5] [6]
b. Department of Defense	[1] [2] [3] [4] [5] [6]
c. Department of Housing and Urban Development	[1] [2] [3] [4] [5] [6]
d. Department of Interior	[1] [2] [3] [4] [5] [6]
e. Department of Transportation	[1] [2] [3] [4] [5] [6]
f. Energy Research and Development Administration	[1] [2] [3] [4] [5] [6]
g. Environmental Protection Agency	[1] [2] [3] [4] [5] [6]
h. National Aeronautics and Space Administration	[1] [2] [3] [4] [5] [6]
i. National Endowment for the Arts	[1] [2] [3] [4] [5] [6]
j. National Endowment for the Humanities	[1] [2] [3] [4] [5] [6]
k. National Institute of Education	[1] [2] [3] [4] [5] [6]
l. National Institutes of Health	[1] [2] [3] [4] [5] [6]
m. National Institute of Mental Health	[1] [2] [3] [4] [5] [6]
n. Other H.E.W. Agencies	[1] [2] [3] [4] [5] [6]
o. National Oceanic and Atmospheric Administration	[1] [2] [3] [4] [5] [6]
p. National Science Foundation	[1] [2] [3] [4] [5] [6]
q. Nuclear Regulatory Commission	[1] [2] [3] [4] [5] [6]
r. Other federal agencies	[1] [2] [3] [4] [5] [6]

III. ACADEMIC STANDARDS

The questions that follow all relate to professional standards and modes of behavior in higher education.

13. Please indicate your agreement or disagreement with each of the following statements bearing on evaluation of scientific and scholarly work.

- [1] **Strongly agree**
- [2] **Agree with reservations**
- [3] **Disagree with reservations**
- [4] **Strongly disagree**

a. Eminent scientists and scholars are more likely to receive research grants than others who submit proposals of about the same quality ...	[1] [2] [3] [4]
b. The "peer review" system of evaluating proposals for research grants is, by and large, unfair; it greatly favors members of the "old boy network" .	[1] [2] [3] [4]
c. The past work ("track record") of scholars and scientists should *not* count in appraising their applications for funds; only the quality of the proposals should be considered ...	[1] [2] [3] [4]

14. Do you agree or disagree with the propositions below?

- [1] **Strongly agree**
- [2] **Agree with reservations**
- [3] **Disagree with reservations**
- [4] **Strongly disagree**

The top people in my field are successful because...

a. They are more effective "operators" than others	[1] [2] [3] [4]
b. They have had many advantages	[1] [2] [3] [4]
c. They are brighter than most others ...	[1] [2] [3] [4]
d. They are effective promoters of their careers	[1] [2] [3] [4]
e. They have done more important research	[1] [2] [3] [4]
f. They have had sponsors who helped them get off to a good start	[1] [2] [3] [4]

15. Which of the following best describes the past and current situation of women and blacks in your discipline?

[1] Subject to severe discrimination regardless of the quality of their work
[2] Discriminated against though able ones make their way
[3] Treated the same as others doing work of about the same quality
[4] Treated better than others doing work of about the same quality

a. Women in my field about a decade ago [1] [2] [3] [4]
b. Women in my field now ..... [1] [2] [3] [4]
c. Blacks in my field about a decade ago [1] [2] [3] [4]
d. Blacks in my field now ..... [1] [2] [3] [4]

There has been some complaint in recent years about plagiarism and "stealing" in scientific and scholarly work. The following questions deal with these matters.

16. Some scientists and scholars have been accused of "stealing" the work of their colleagues. How often does this occur in your field?

Often ..... [1] Sometimes ..... [2]
Rarely ..... [3] Never heard of a case . [4]

17. Has your own work ever been "stolen" or plagiarized?

Yes ..... [1] No ..... [2]

[IF YES] How often has this happened? _____ times

18. Have you ever found that another scientist or scholar has published results you published earlier without referring to your work?

Yes, probably didn't know of my work ..... [1]
Yes, probably did know of my work ..... [2]
No ..... [3]

IV. FACULTY ORGANIZATION AND COLLECTIVE REPRESENTATION

Currently, there is much activity and disagreement among faculty as to the kind of organization and representation which their profession requires. The questions which follow all involve changing perceptions and concerns of academics about the appropriate forms of collective representation.

19. Consider, first, the representation of the interests and needs of American faculty—before outside groups such as state legislators whose actions and inactions have great impact on higher education; before college and university administrations; before the public generally. Do you consider this representation...

Satisfactory in all basic regards ..... [1]
Generally satisfactory, but in need of some significant change ..... [2]
Somewhat unsatisfactory, requiring substantial change ..... [3]
Seriously deficient, requiring basic change ..... [4]

20. Please indicate if you agree or disagree with each of these statements.

[1] Strongly agree
[2] Agree with reservations
[3] Disagree with reservations
[4] Strongly disagree

a. To the extent that faculty should move toward more active forms of collective action, it should be in the direction of the "guild" model illustrated by the experience of medical doctors or lawyers, rather than toward the trade union model ..... [1] [2] [3] [4]
b. Unionization is appropriate to the representation of interests of faculty [1] [2] [3] [4]
c. Labor unions for industrial workers in America are beneficial *for their members* ..... [1] [2] [3] [4]
d. Labor unions for industrial workers in America are beneficial *for our society* ..... [1] [2] [3] [4]

21. Are you an enrolled member in any of the following organizations? If you are not now a member, did you hold membership in the past? If you are currently associated with more than one of these organizations, which do you consider your *principal* membership? *(Mark all that apply.)*

[1] Member at present
[2] Not now a member, but was a member in the past
[3] Principal membership
[4] Have never been a member

a. American Association of University Professors (AAUP) ..... [1] [2] [3] [4]
b. American Federation of Teachers (AFT) ..... [1] [2] [3] [4]
c. A National Education Association (NEA) affiliate ..... [1] [2] [3] [4]
d. A state, county, or city employees' association not confined to college teachers ..... [1] [2] [3] [4]
e. An association formed for faculty representation purposes limited to your own institution or a group of institutions ..... [1] [2] [3] [4]

The questions which follow ask you to assess the role and performance of the AAUP, the AFT, or the NEA as an organization representing the professional interests of faculty members. Please answer them with regard to *only one of the organizations—the one which is your principal profession-wide membership group*, or, if you are not a member of any, the one which comes closest to your interests.

22. (My responses apply to...

The AAUP ..... [1]
The AFT ..... [2]
The NEA or any NEA affiliate ..... [3]
I do not hold membership in any of these organizations, do not feel close to any of them, and am not answering this set of questions) ..... [4]

[IF YOU RESPONDED 1, 2, or 3 TO QUESTION 22, PLEASE COMPLETE THE FOLLOWING. IF NOT, SKIP TO QUESTION 25.]

23. Please indicate for each item in the following list of activities of your organization (AAUP, AFT, NEA) whether you favor it and consider it important, consider it unimportant, or disapprove it.

[1] Favor and consider important
[2] Consider unimportant
[3] Disapprove

a. Collective bargaining ..... [1] [2] [3]
b. Protection of academic freedom ... [1] [2] [3]
c. Protection of tenure rights ..... [1] [2] [3]
d. Protection of the rights of untenured faculty ..... [1] [2] [3]
e. Political activism, such as lobbying [1] [2] [3]
f. Affirmative action for blacks and other minorities ..... [1] [2] [3]
g. Affirmative action for women ..... [1] [2] [3]
h. Publication of information bearing on the status of the profession ... [1] [2] [3]

24. In the past three years, have you participated in any of the following activities of your organization (AAUP, AFT, NEA)?

	Yes	No
a. Attended a meeting of the local campus organization	[1]	[2]
b. Served as an officer of the local campus organization	[1]	[2]
c. Served on a committee of the local campus organization	[1]	[2]
d. Attended a state or regional meeting of the organization	[1]	[2]
e. Attended a national meeting	[1]	[2]
f. Held a position in the organization at a level higher than the local campus chapter	[1]	[2]

25. [IF AT ONE TIME YOU HELD MEMBERSHIP IN ONE OR MORE OF THE THREE ORGANIZATIONS (AAUP, AFT or NEA) BUT HAVE ALLOWED YOUR MEMBERSHIP TO LAPSE] Please indicate which if any of the factors from the following list accounted for your decision not to continue as a member. *(Mark any that apply.)*

	AAUP	AFT	NEA
a. Discontinued membership when I went on leave	[1]	[2]	[3]
b. Dues are too high	[1]	[2]	[3]
c. Political activities are too aggressive	[1]	[2]	[3]
d. Political activities are not aggressive enough	[1]	[2]	[3]
e. The organization is too liberal	[1]	[2]	[3]
f. The organization is too conservative	[1]	[2]	[3]
g. The organization did not move vigorously enough into collective bargaining	[1]	[2]	[3]
h. The organization moved too aggressively into collective bargaining	[1]	[2]	[3]
i. Discontinued for some other reason	[1]	[2]	[3]

26. Please indicate, for any of the three organizations in which you have *never* held membership, why you chose not to join. *(Mark any that apply.)*

	AAUP	AFT	NEA
a. Dues are too high	[1]	[2]	[3]
b. Political activities are too aggressive	[1]	[2]	[3]
c. Political activities are not aggressive enough	[1]	[2]	[3]
d. The organization is too liberal	[1]	[2]	[3]
e. The organization is too conservative	[1]	[2]	[3]
f. The organization did not move vigorously enough into collective bargaining	[1]	[2]	[3]
g. The organization moved too aggressively into collective bargaining	[1]	[2]	[3]
h. The organization's perception of a profession and its needs are different from my own	[1]	[2]	[3]
i. The organization represents a different sector of the profession than my own ..	[1]	[2]	[3]
j. There is no chapter on the campus where I teach	[1]	[2]	[3]
k. I have no knowledge of the organization .	[1]	[2]	[3]
l. My membership was never solicited	[1]	[2]	[3]
m. I simply have never seen any personal advantage in joining	[1]	[2]	[3]

27. Has an election for a collective bargaining agent been held at your institution since you have been a member of its faculty?

Yes..... [1] No..... [2] Don't know ..... [3]

[IF YES] When was the first (or only one) of these votes?_____ (year)

[IF MORE THAN ONE ELECTION] When was the latest of these votes? _____ (year)

28. [IF AN ELECTION HAS BEEN HELD AT YOUR INSTITUTION SINCE YOU HAVE BEEN A FACULTY MEMBER THERE] How did you vote in the first election? [IF MORE THAN ONE ELECTION] In the latest?

	a. First	b. Latest
For the AAUP as the bargaining agent	1	1
For the NEA or an NEA affiliate as the bargaining agent	2	2
For the AFT or an AFT affiliate as the bargaining agent	3	3
For an alliance of two of the above (Specify: _____)	4	4
For some other bargaining agent (Specify: _____)	5	5
Voted for no agent	6	6
Did not vote	7	7

29. If an election for a collective bargaining agent were to be held now at your institution, how would you vote?

For the AAUP as the bargaining agent	1
For the NEA or an NEA affiliate as the bargaining agent	2
For the AFT or an AFT affiliate as the bargaining agent	3
For some other bargaining agent	4
For no agent	5
Would not vote	6

30. Please indicate whether you agree or disagree with each of the following statements about collective bargaining and unionization in American higher education.

1 **Strongly agree**
2 **Agree with reservations**
3 **Disagree with reservations**
4 **Strongly disagree**

a. Collective bargaining by faculty members has no place in a college or university	1 2 3 4
b. Union grievance procedures serve to protect the faculty against arbitrary action by administrative officials	1 2 3 4
c. Collective bargaining results in overemphasis on rules and regulations	1 2 3 4
d. Collective bargaining reduces collegiality between administrators and faculty	1 2 3 4
e. Faculty unions have made it more difficult for schools to deny tenure	1 2 3 4
f. Collective bargaining is likely to bring higher salaries and improved benefits	1 2 3 4
g. Collective bargaining tends to substitute seniority for merit in academic salary and promotion policy	1 2 3 4

31. [IF YOU FAVOR COLLECTIVE BARGAINING AT YOUR INSTITUTION, PLEASE ANSWER THE FOLLOWING] A variety of needs and objectives have been identified by supporters of collective bargaining. Would you rank order each of the following in terms of the importance you attach to each at your own institution? (Enter number 1 by the objective you consider most important, 2 by the second-most important objective, and so on.)

a. Protecting the jobs of faculty members in an age of university retrenchment	___
b. Improving the salaries and fringe benefits of faculty	___
c. Increasing the faculty role in university decision making	___
d. Reducing the ability of administrative officials and senior faculty to make decisions	___
e. Protecting the interests of relatively weak individual faculty members	___
f. Altering campus power relationships	___
g. Protecting academic freedom	___
h. Strengthening the bargaining position of faculty vis-a-vis other groups on campus	___
i. Representing faculty interests in negotiations with groups outside the university, such as the state legislature	___

V. INFORMATION ON YOUR ACADEMIC CAREER

32. Please list (beginning with the most recent) the academic degrees which you have been awarded, the institution granting each, and the year in which each was obtained.

Degree	Institution	Year

33. In what year did you assume your first full-time teaching position? At what institution?

_____ (year) _____ (institution)

34. At how many colleges or universities have you been employed *full-time* (beyond the level of teaching or research assistant)?

Only this one	1	Five	5
Two	2	Six	6
Three	3	Seven or more	7
Four	4		

35. How long have you been employed on a full-time basis in higher education? . . . at your present institution? How many years have you held your present rank?

a. In higher education
b. At your institution
c. In present rank

	a.	b.	c.
0-2 years	1	1	1
3-5 years	2	2	2
6-10 years	3	3	3
11-15 years	4	4	4
16-20 years	5	5	5
More than 20 years	6	6	6

36. Have you held a full-time research position outside academe for one year or longer after earning your bachelor's degree?

Yes [1] No [2]

37. Have you held a full-time executive or managerial position outside academe for one year or longer after earning your bachelor's degree?

Yes [1] No [2]

38. What is your present rank?

Instructor [1]
Assistant Professor [2]
Associate Professor [3]
Professor [4]
Distinguished/"Named" Professorship [5]
Lecturer [6]
No ranks designated [7]
Other [8]

39. What kind of appointment do you now hold?

Regular with tenure [1]
Regular without tenure [2]
Yearly appointment (soft money) [3]
Acting [4]
Visiting [5]
Other [6]

40. [IF TENURED] In what year were you awarded tenure?

_____

41. During the present term, how many hours per week, on the average, are you actually spending in connection with your staff position in each of the following activities:

	None	1-4	5-8	9-16	17-34	35 or more
a. Administration	1	2	3	4	5	6
b. Scheduled teaching (actual hours)	1	2	3	4	5	6
c. Preparing for teaching (including reading papers, grading)	1	2	3	4	5	6
d. Advising and counseling students	1	2	3	4	5	6
e. Research and scholarly writing	1	2	3	4	5	6

42. During the current term, how many hours per week are you spending in formal instruction in class? (If on leave, indicate what your normal teaching load would be.)

None [1]
1-4 [2]
5-6 [3]
7-8 [4]
9-10 [5]
11-12 [6]
13-16 [7]
17-20 [8]
21 or more [9]

43. What is your basic institutional salary, before taxes and deductions, for the current academic year?

Below $10,000 [1]
$10,000-$11,999 [2]
$12,000-$13,999 [3]
$14,000-$16,999 [4]
$17,000-$19,999 [5]
$20,000-$24,999 [6]
$25,000-$29,999 [7]
$30,000-$34,999 [8]
$35,000-$39,999 [9]
$40,000-$44,999 [10]
$45,000-$49,999 [11]
$50,000 and over [12]

44. Is this based on

9/10 months [1] 11/12 months [2]

45. In recent years, roughly how much have you earned over and above your basic salary? (Please estimate as a percentage of your basic salary.)

0% [1]
Under 10% [2]
10%-19% [3]
20%-29% [4]
30%-39% [5]
40%-49% [6]
50% and over [7]

46. From the following list, mark *one* subject in each column; mark the most appropriate *fine* categories, if applicable; where your precise field does not appear, mark the most similar category.

a. Highest postgraduate degree
b. School, division, or department where principal appointment is held
c. Present principal teaching field
d. Present primary field of research, scholarship, creativity

	a.	b.	c.	d.
NONE	0	0	0	0
Agriculture and/or Forestry	1	1	1	1
Architecture and/or Design	2	2	2	2
Biological Sciences (general)	3	3	3	3
Molecular and Cellular Biology	4	4	4	4
Virology	5	5	5	5
Microbiology	6	6	6	6
Biochemistry, Biophysics	7	7	7	7
Developmental, Genetics	8	8	8	8
Immunology	9	9	9	9
Organismic Biology	10	10	10	10
Systematics, Evolution	11	11	11	11
Ecology	12	12	12	12
Anatomy	13	13	13	13
Physiology	14	14	14	14
Food Science and Technology	15	15	15	15
Behavioral Sciences	16	16	16	16
Other Biological Sciences	17	17	17	17

Business Administration (general)	18	18	18	18
Accounting	19	19	19	19
Finance	20	20	20	20
Marketing	21	21	21	21
Management	22	22	22	22
Secretarial Studies	23	23	23	23
Other Business Fields	24	24	24	24
Computer Science	25	25	25	25
Education	26	26	26	26
Engineering (general)	27	27	27	27
Aeronautical and Astronautical	28	28	28	28
Chemical	29	29	29	29
Civil	30	30	30	30
Electrical	31	31	31	31
Mechanical	32	32	32	32
Other Engineering Fields	33	33	33	33
Fine Arts (general)	34	34	34	34
Art	35	35	35	35
Dramatics and Speech	36	36	36	36
Music	37	37	37	37
Other Fine Arts	38	38	38	38
Geography	39	39	39	39
Health Sciences, Clinical	40	40	40	40
Medicine	41	41	41	41
Dentistry	42	42	42	42
Nursing	43	43	43	43
Allied Health	44	44	44	44
Pharmacy	45	45	45	45
Osteopathy	46	46	46	46
Veterinary Medicine	47	47	47	47
Public Health	48	48	48	48
Optometry	49	49	49	49
Health Sciences, Basic	50	50	50	50
Home Economics	51	51	51	51
Humanities (general)	52	52	52	52
English language & literature	53	53	53	53
Foreign languages & literature	54	54	54	54
History	55	55	55	55
Philosophy	56	56	56	56
Religion & Theology	57	57	57	57
Other Humanities Fields	58	58	58	58
Industrial Arts	59	59	59	59
Journalism	60	60	60	60
Law	61	61	61	61
Library Science	62	62	62	62
Mathematics and Statistics	63	63	63	63
Physical & Health Education	64	64	64	64
Physical Sciences (general)	65	65	65	65
Astronomy	66	66	66	66
Chemistry	67	67	67	67
Environmental Sciences, (earth, oceanic, and atmospheric)	68	68	68	68
Physics	69	69	69	69
Other Physical Sciences	70	70	70	70
Psychology	71	71	71	71
Social Sciences (general)	72	72	72	72
Anthropology and Archaeology	73	73	73	73
Economics	74	74	74	74
Political Science, Government	75	75	75	75
Sociology	76	76	76	76
Other Social Sciences	77	77	77	77
Social Work, Social Welfare	78	78	78	78
Vocational—Technical Training	79	79	79	79
SOME OTHER FIELD	80	80	80	80

47. How many books or monographs have you published or edited, alone or in collaboration?

None [1]
1-2 [2]
3-4 [3]
5-10 [4]
More than 10 [5]

48. How many articles have you published in academic or professional journals?

None [1]
1-2 [2]
3-4 [3]
5-10 [4]
11-20 [5]
21-30 [6]
31-50 [7]
More than 50 [8]

49. How many of your professional writings have been published or accepted for publication in the last two years?

a. Books
b. Articles
c. Other writings

	a.	b.	c.
One	1	1	1
Two	2	2	2
Three	3	3	3
Four	4	4	4
Five	5	5	5
Six-ten	6	6	6
More than ten	7	7	7
None	8	8	8

50. Have you *ever* received research funding from any source?

Yes [1] No [2]

51. In the *past 12 months*, have you received any?

Yes [1] No [2]

52. [IF YES] From which of the following did you receive funding? *(Mark all that apply.)*

	Ever	Past 12 Months
a. Institutional or departmental funds	1	1
b. Federal agencies	2	2
c. State or local government agencies	3	3
d. Private foundations	4	4
e. Private industry	5	5

53. Have you *ever* served as a paid consultant?

Yes [1] No [2]

54. In the *past two years* have you served in such a capacity?

Yes ..... [1] No ..... [2]

55. [IF YES] To which of the following have you served? *(Mark all that apply)*

	Ever	Past Two Years
a. Local business	[1]	[1]
b. Local government or school	[2]	[2]
c. National corporation	[3]	[3]
d. Federal government	[4]	[4]
e. Other	[5]	[5]

56. Some faculty members are inclined to think of themselves as "intellectuals." Others find "scholar," "scientist," "teacher," or "professional" more satisfactory descriptors. Which of these terms describes you best? Which is the poorest descriptor?

	a. Best	b. Poorest
Intellectual	[1]	[1]
Professional	[2]	[2]
Scholar	[3]	[3]
Scientist	[4]	[4]
Teacher	[5]	[5]

57. Do your interests lie primarily in research or in teaching?

Very heavily in research	[1]
In both, but leaning toward research	[2]
In both, but leaning toward teaching	[3]
Very heavily in teaching	[4]

58. Would you characterize your recent scholarship, research, or creative writing as:

	Yes	No
a. Pure or basic	[1]	[2]
b. Applied	[1]	[2]
c. Policy oriented	[1]	[2]
d. Literary or expressive	[1]	[2]

59. In many disciplines, faculty members differ in seeing their work as primarily in the area of *theory*, or as largely *substantive* or *experimental*. Is your work:

Largely theoretical	[1]
Largely substantive or experimental	[2]
The distinction is not applicable in my discipline	[3]

60. Please identify the three scientists or scholars who have made the most important contributions to your discipline in the last ten years.

Name	Institutional Affiliation
_____	_____
_____	_____
_____	_____

61. Name the five departments nationally in your discipline that have the most distinguished faculties. (Please list the institutions in the order of their importance.)

_____

_____

_____

_____

_____

_____

VI. FACULTY "RENEWAL" IN AN AGE OF LIMITED GROWTH

Some observers of American higher education are considering means of providing mechanisms for faculty members to *voluntarily* leave their positions sooner than they would through normal retirement in order to create more openings for new faculty. Please answer the following questions to give us your candid assessments of the attractiveness of the "early retirement" option. We recognize that you may be many years from retirement and you may not have given extensive consideration to the subject before receiving this questionnaire.

62. Though many faculty members have made no specific plans concerning the age at which they will retire from full-time academic employment, they have some idea about how likely it is they will retire at a certain age. Please indicate your current *best estimate* of the likelihood that you will retire during each of the following specified age intervals.

[1] **Very unlikely**
[2] **Somewhat unlikely**
[3] **Somewhat likely**
[4] **Very likely**

a. At age 55 or younger	[1] [2] [3] [4]
b. 56-59	[1] [2] [3] [4]
c. 60-63	[1] [2] [3] [4]
d. 64-65	[1] [2] [3] [4]
e. 66-67	[1] [2] [3] [4]
f. 68-69	[1] [2] [3] [4]
g. At age 70 or older	[1] [2] [3] [4]

63. At what age is it *most likely* that you will retire from full-time academic employment. (Please specify) _____

64. Would you consider retiring sooner than the age you specified above (Q63.) under any of the following conditions? Assume that each condition would be in effect for all years between the age that you specify and the mandatory retirement age at your institution. (Please write in the age at which you might seriously consider early retirement if the condition existed.)

I would consider retiring sooner:	Yes	No	[IF YES] At what age?
a. If I were assured of pension benefits equal to what they would be at the mandatory retirement age	1	2	_____
b. If I were assured of payments each year equal to one-half my annual salary	1	2	_____
c. If I were assured of payments each year equal to my current salary	1	2	_____
d. If I were assured of part-time employment with a proportionate decrease in salary (for example, one-half of the normal teaching load at one-half my normal salary)	1	2	_____
e. For this reason (Specify) _____	1	2	_____

65. Please indicate your agreement or disagreement with the following statements about retirement.

1 **Strongly agree**
2 **Agree with reservations**
3 **Disagree with reservations**
4 **Strongly disagree**

a. I look forward to retirement as an enjoyable period of my life	1	2	3	4
b. I believe that avoiding boredom will be a problem for me in my retirement	1	2	3	4
c. I intend to engage in substantial research and professional writing during my retirement	1	2	3	4
d. In academic institutions, the major purpose of early retirement programs is to force out less productive faculty	1	2	3	4

66. Based on your current plans and expectations, do you think your standard of living during retirement will be higher, lower, or about the same as your current standard of living?

Much higher	1
Higher	2
About the same	3
Lower	4
Much lower	5
It is not possible for me to make any realistic assessment now	6

67. What sources of retirement income are you currently planning on? What is your best estimate of the percentage of your total retirement income coming from each source? (Please check all that apply; and if an item is checked, indicate the approximate percentage of the total you expect to receive from the source.)

		Approximate Percent of total
a. State or institutional pension	1	_____
b. TIAA, CREFF pension	2	_____
c. Military or federal pension	3	_____
d. Supplementary annuity	4	_____
e. Savings	5	_____
f. Other investments (stock, mutual fund, real estate, etc.)	6	_____
g. Social Security	7	_____
h. Royalties	8	_____
i. Spouse's income or pension	9	_____
j. Part-time employment	10	_____

Occupational mobility appears to be increasing among both professionals and the general population. We would like your views on issues related to changing or redirecting *your* own career.

68. During the past two years, have you ever considered leaving academic life permanently?

Yes, I have given it serious consideration	1
Yes, I have considered it, but not seriously	2
No	3

[FOR QUESTIONS 69 AND 70, PLEASE USE RESPONSES LISTED BELOW]

1 **Very likely**
2 **Somewhat likely**
3 **Somewhat unlikely**
4 **Very unlikely**
5 **Don't know**

69. How likely or unlikely are the following changes in your career?

a. That you will seek an administrative position outside academia during the next five years?	1	2	3	4	5
b. That you will seek a research position outside academia during the next five years?	1	2	3	4	5
c. That your position would be in jeopardy if there were faculty cutbacks during the next five years?	1	2	3	4	5

70. Should your position *actually* become jeopardized during the next five years, how likely is it that you would do each of the following?

a. Seek employment in the same discipline at a different university or college	1 2 3 4 5
b. Seek employment in academic administration	1 2 3 4 5
c. Seek a research position in government or non-profit organization	1 2 3 4 5
d. Seek an administrative position in government or non-profit organization	1 2 3 4 5
e. Seek a research position in business	1 2 3 4 5
f. Seek an administrative or managerial position in business	1 2 3 4 5
g. Go into private practice or self-employment	1 2 3 4 5
h. Retire	1 2 3 4 5

71. Within the past two years, have you received an offer of another job or a serious inquiry about your availability for another position?

An offer 1
Not an offer, but a serious inquiry 2
Neither 3

72. Within the past two years, *have you sought*, or made a serious inquiry about another position?

Sought another position 1
Not sought, but made a serious inquiry 2
Neither 3

73. Would the prospect of more administrative opportunities be a factor encouraging you to accept a new position?

Yes ..... 1 No 2

74. Would you be interested in having a fellowship or internship position in the government or a foundation while on a sabbatical or leave-of-absence?

Yes ..... 1 No 2

75. Have you had any professional counseling on estate planning?

Yes ..... 1 No 2

76. Has your own economic position compared to others in the academic profession improved, worsened, or stayed roughly the same over the past five years?

Improved markedly ... 1
Improved moderately . 2
Stayed the same 3
Worsened somewhat .. 4
Worsened significantly 5

77. Has your own economic position compared to professionals employed outside academia improved, worsened, or stayed roughly the same over the past five years?

Improved markedly ... 1
Improved moderately . 2
Stayed the same 3
Worsened somewhat .. 4
Worsened significantly 5

78. Do you think you would be more satisfied or less satisfied with life outside academia?

More satisfied 1
Equally satisfied 2
Less satisfied 3

79. Comparing yourself with other academic persons of your age and qualifications, how successful do you consider yourself in your career?

Very successful 1
Fairly successful 2
Fairly unsuccessful ... 3
Very unsuccessful 4

80. How many colleagues of about your age in your field do you know who have left academia for other careers during the last five years?

None 1
One or two 2
Three or four 3
Five or more 4

VII. NATIONAL AFFAIRS

While most of the items in this questionnaire are addressed to academic commitments and concerns, we should also like your judgements on a number of basic questions of national politics and policy.

Some would argue that terms such as "left" and "right," "liberal" and "conservative," are historical relics. They were formulated in other historical contexts and speak to types of conflict no longer present or, if present, in very different forms. But the terms nevertheless continue to be widely used. The following questions ask you to judge the content of current ideological divisions in the U.S., and to locate your own views.

81. If you were looking for one word or phrase that best summarizes *your position* within the current spectrum of policy or ideological divisions in the U.S., what would it be?

_____

_____

_____

_____

_____

82. Political attitudes have often been described as being on the "left" or the "right." Does a left-right continuum make sense in locating your views?

Yes ..... [1] No ..... [2]

83. [IF YES] Where would you put yourself on the continuum relative to the national political spectrum?

Left				Center					Right
1	2	3	4	5	6	7	8	9	10

84. [IF YES] What does it mean to say that your views are in that general area on the continuum?

_____

_____

_____

_____

_____

85. Please indicate whether you agree or disagree with each of the following statements on economic policy.

[1] Strongly agree
[2] Agree with reservations
[3] Disagree with reservations
[4] Strongly disagree

a. The private business system in the United States, for all its flaws, works better than any other system yet devised for advanced industrial societies ..... [1] [2] [3] [4]

b. There should be a top limit on incomes so that no one can earn very much more than others ..... [1] [2] [3] [4]

c. Economic growth, not redistribution, should be the primary objective of American economic policy ..... [1] [2] [3] [4]

d. The motivation to work hard, to achieve, must receive greater recognition and stimulation in the U.S. ... [1] [2] [3] [4]

e. The growth of government in the U.S. now poses a threat to the freedom and opportunity for individual initiative of the citizenry ..... [1] [2] [3] [4]

86. Here are two ways to deal with inequality. Which do you prefer?

Equality of opportunity: giving each person an equal chance for a good education and to develop his or her ability.			In between			*Equality of results:* giving each person a relatively equal share of income and status regardless of education and ability.
1	2	3	4	5	6	7

87. Do you *personally approve* or *disapprove* of the social practices or behavior listed below?

[1] Strongly approve
[2] Approve with reservations
[3] Disapprove with reservations
[4] Strongly disapprove

a. The use of marijuana ..... [1] [2] [3] [4]

b. "Swinging" (the swapping of sexual partners by consenting married couples) ..... [1] [2] [3] [4]

c. Excluding women from membership in certain social clubs ..... [1] [2] [3] [4]

d. Pornographic motion pictures and magazines ..... [1] [2] [3] [4]

e. Premarital sex ..... [1] [2] [3] [4]

f. The use of such drugs as heroin or cocaine ..... [1] [2] [3] [4]

g. Extramarital sexual relations in the absence of spouse's consent ..... [1] [2] [3] [4]

h. The level of violence prevailing in current television programming ... [1] [2] [3] [4]

88. The defense spending debate remains a vigorous one. Which statement most closely represents your personal judgement as to what the national interest requires?

There should be a large constant-dollar (actual purchasing power) reduction in military spending ... [1]

There should be a small constant-dollar reduction in military spending ..... [2]

The U.S. should maintain about the current level of military spending ..... [3]

There should be a small constant-collar increase in military spending ..... [4]

There should be a large constant-dollar increase in military spending ..... [5]

I simply do not know enough about the consequences of the various spending alternatives ..... [6]

89. For each of the following situations, what do you think the U.S. should do?

[1] Take no military action
[2] Send military aid but not U.S. personnel
[3] Send air support but not ground troops
[4] Send U.S. troops if necessary

a. If the Soviet Union invaded West Germany ..... [1] [2] [3] [4]

b. If the Soviet Union invaded Yugoslavia [1] [2] [3] [4]

c. If Rhodesia were subject to a massive invasion from the surrounding states [1] [2] [3] [4]

d. If Israel were attacked by Arab countries and threatened with defeat .... [1] [2] [3] [4]

90. Would you describe your overall political inclinations as

Far left ..... [1]
Very liberal ..... [2]
Somewhat liberal ..... [3]
Moderate ..... [4]
Somewhat conservative [5]
Very conservative ..... [6]
Far right ..... [7]
None of these ..... [8]

91. Please indicate whom you voted for in each of the last two Presidential elections.

a. 1972

McGovern	1	Other candidate	4
Nixon	2	Not eligible to vote	5
"Left" third party candidate	3	Did not vote	6

b. 1976

Carter	1	"Left" third party candidate	5
Ford	2	Other candidate	6
McCarthy	3	Not eligible to vote	7
Maddox	4	Did not vote	8

92. Generally speaking, do you usually think of yourself as a Democrat, Republican, Independent, or what?

Strong Democrat	1	Independent, closer to Republican	5
Not very strong Democrat	2	Not very strong Republican	6
Independent, closer to Democrat	3	Strong Republican	7
Independent	4	Other party	8

93. Are you registered as . . .

A Democrat	1	A member of some other party	4
A Republican	2	Am not registered	5
An independent	3		

94. In the elections held November 2, 1976, how did you vote for the various offices listed below?

1 For the Democrat candidate
2 For the Republican candidate
3 For the candidate of some other party
4 There was no election for this office in my state/district
5 Did not vote

a. United States Senator	1	2	3	4	5
b. Governor	1	2	3	4	5
c. Member of the U.S. House of Representatives	1	2	3	4	5
d. State Senate	1	2	3	4	5
e. State House of Representatives	1	2	3	4	5

95. How good a job do you think the present party and nomination system generally does of presenting to voters in the general presidential elections the people best suited to be president?

Does an outstanding job	1	Does only a fair job	3
Does a good job	2	Does a poor job	4

96. Do the statements below reflect accurately your own thinking about the approach of each of the two major political parties in the United States?

1 Definitely yes 2 Only partially 3 Definitely no

a. The policy perspectives which distinguish the party nationally are well suited to the needs of contemporary American society			
Democrats	1	2	3
Republicans	1	2	3
b. The party tends to be insufficiently supportive of the needs of disadvantaged groups in the country			
Democrats	1	2	3
Republicans	1	2	3
c. The party seems incapable of formulating satisfactory responses to the country's economic problems			
Democrats	1	2	3
Republicans	1	2	3
d. The party lives too much in the past, employing antiquated formulas			
Democrats	1	2	3
Republicans	1	2	3
e. The party tends to support the claims of groups with whom I am in sympathy			
Democrats	1	2	3
Republicans	1	2	3
f. The party is responsive to the needs of education and science in the U.S.			
Democrats	1	2	3
Republicans	1	2	3

97. Would you agree or disagree with these proposals for modification of the presidential nomination process?

1 Strongly agree
2 Agree with reservations
3 Disagree with reservations
4 Strongly disagree

a. Candidates for president in the U.S. should be selected through national primaries	1	2	3	4
b. There is now too much reliance on primaries in selecting presidential nominees; the selection system which prevailed in the 1950s worked better	1	2	3	4
c. The task of selecting presidential nominees is appropriately that of party leaders not of mass publics	1	2	3	4
d. It would be desirable for the U.S. to move to a parliamentary system in which the majority party in the national legislature would choose the chief executive	1	2	3	4

98. Consider the following institutions in the United States. As far as the people running these institutions are concerned, would you say you have a great deal of confidence, a fair amount, only some, or hardly any confidence at all in them?

[1] A great deal
[2] A fair amount
[3] Only some
[4] Hardly any

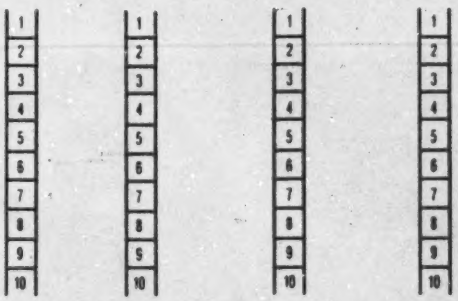
a. Banks and financial institutions	1 2 3 4
b. Major companies	1 2 3 4
c. Organized religion	1 2 3 4
d. Higher education	1 2 3 4
e. Public primary and secondary education	1 2 3 4
f. Executive branch of the federal government	1 2 3 4
g. Organized labor	1 2 3 4
h. The national communications media	1 2 3 4
i. The medical profession	1 2 3 4
j. The federal court system	1 2 3 4
k. The scientific community	1 2 3 4
l. Congress	1 2 3 4
m. The military	1 2 3 4
n. The legal profession	1 2 3 4

99. Consider these "ladders" or scales. Suppose the top position (1) represents the best possible *personal life situation* for you, and the bottom (10) the worst. At which position do you feel you stand at the present time? What was your position five years ago? Where do you think you will stand in the near future, say about five years from now?

Present time **Five years ago** **Five years hence**

100. Would you make the same assessments for the *United States* as a social and political system. Again, position 1 represents the best possible situation, here for the country; position 10 is the worst possible situation. Assess the position of the U.S. at present, where the country was two decades ago, where it was five years ago, and where you expect it to be five years hence.

Present time **Twenty years ago** **Five years ago** **Five years hence**



101. The American social and political order includes political elements defined by the Constitution, and as well core constituent values and arrangements of major social institutions. At present, are these various elements . . .

[1] Fully satisfactory
[2] Generally satisfactory, but needing amendment
[3] Requiring major amendment
[4] Fundamentally deficient

a. The private business system	1 2 3 4
b. The federal system	1 2 3 4
c. The judicial system	1 2 3 4
d. Organization of national executive and legislative authority	1 2 3 4
e. Organization of the family	1 2 3 4
f. Religious values	1 2 3 4
g. The American political ideology	1 2 3 4
h. The distribution of income	1 2 3 4
i. The distribution of power	1 2 3 4
j. Communications media	1 2 3 4

102. How well is the U.S. governed? We recognize, of course, that government has many parts and levels, but we request that you offer overall or summary judgements. For each dimension below, indicate where you think the quality of government falls on a continuum where, given the human element, *"1" represents the best possible situation and "10" the worst possible situation.*

a. The *honesty* of government officials

Best 1 2 3 4 5 6 7 8 9 10 Worst

b. The *ability* of government officials

1 2 3 4 5 6 7 8 9 10

c. The *responsiveness* of government to *popular wishes*

1 2 3 4 5 6 7 8 9 10

d. The *responsiveness* of government to *social needs*

1 2 3 4 5 6 7 8 9 10

e. The *efficiency* of government

1 2 3 4 5 6 7 8 9 10

VIII. BIOGRAPHICAL DATA

103. Are you a U.S. citizen?

Yes ..... [1] No ..... [2]

104. Which of these categories comes closest to the type of place you were living in when you were 16 years old?

On a farm ..... [1]
In open country but not on a farm ..... [2]
In a small city or town (under 50,000) ..... [3]
In a medium-size city (50,000 - 250,000) ..... [4]
In a large city (over 250,000) ..... [5]
In a suburban section of a metropolitan area ..... [6]

105. In what *state* (or if other than the U.S., *country*) were you living when you were 16 years old?

_____

106. What is your marital status?

Never married ..... [1]
Married, living with spouse ..... [2]
Married, separated from spouse ..... [3]
Divorced ..... [4]
Widowed ..... [5]

107. Do you have children?

Yes ..... [1] No ..... [2]

[IF YES] How many? _____

108. Your sex:

Female ..... [1] Male ..... [2]

109. How old are you? _____

110. In what religion were you raised? What is your present religious preference?

a. Religion in which raised
b. Present Preference

	a.	b.
Baptist	1	1
Baptist (Southern)	2	2
Congregational (United Church of Christ)	3	3
Episcopal	4	4
Jewish	5	5
Lutheran	6	6
Lutheran (Missouri Synod)	7	7
Methodist	8	8
Presbyterian	9	9
Quaker (Society of Friends)	10	10
Roman Catholic	11	11
Other Protestant	12	12
Latter Day Saints (Mormon)	13	13
Unitarian Universalist	14	14
Judeo-Christian—no specific denomination	15	15
Other religions	16	16
None	17	17

111. From the standpoint of personal belief, do you consider yourself:

Deeply religious ..... [1]
Moderately religious ..... [2]
Largely indifferent to religion ..... [3]
Basically opposed to religion ..... [4]

112. Your race:

Black/Negro/Afro-American ..... [1]
White/Caucasian ..... [2]
Oriental ..... [3]
Other ..... [4]

113. What is your spouse's occupation *at present?* What was your father's principal occupation *when you were in high school?* . . . Your mother's principal occupation?

a. Spouse
b. Father
c. Mother

	a.	b.	c.
No Spouse	1		
College or university teaching, research or administration	2	2	2
Elementary or secondary school teaching or administration	3	3	3
Other professional	4	4	4
Semiprofessional	5	5	5
Owner, large business	6	6	6
Managerial, administrative	7	7	7
Owner, small business	8	8	8
Other white collar: clerical, retail sales	9	9	9
Skilled wage worker	10	10	10
Semi and unskilled wage worker, or farm laborer	11	11	11
Armed services	12	12	12
Farm owner or manager	13	13	13
Not employed outside the home	14	14	14

114. What was your total family income, before taxes in calendar year 1976?

Below $10,000 ..... [1]
$10,000-$14,999 ..... [2]
$15,000-$19,999 ..... [3]
$20,000-$24,999 ..... [4]
$25,000-$29,999 ..... [5]
$30,000-$39,999 ..... [6]
$40,000-$49,999 ..... [7]
$50,000-$99,999 ..... [8]
$100,000 and over ..... [9]

IX. NORMS OF SCIENCE AND SCHOLARSHIP

115. The statements that follow deal with the attitudes and actions of scholars and scientists. Please indicate first (A) whether you and others in your discipline *agree* with the statements, and second (B) whether you and others in your discipline *act in accord* with them.

	A. Agree/Disagree with this statement:		B. Act in accord with this statement:		
	agree	disagree	almost always	sometimes	rarely
a. Scientists and scholars should prefer critical evaluation by competent peers to public acclaim.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
b. Scientists and scholars should critically examine others' contributions which they are using in their own work.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
c. In general, scientists and scholars are unjustified in keeping their research findings secret.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
d. Scientists and scholars have the obligation to acknowledge intellectual property by pertinent citations and references.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
e. The past work of scientists and scholars should be ignored in appraising their current work.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
f. Scientists and scholars should be skeptical even about their own research findings until competent peers have evaluated them.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
g. Scientists and scholars have an obligation to present available evidence that contradicts their hypotheses.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
h. No matter how deeply persuaded scientists and scholars may be that their ideas are sound, they must take account of critical appraisals of these ideas by competent peers.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
i. Scientists and scholars should be willing to inform others investigating similar problems about their work in progress.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
j. The acceptance or nonacceptance of scientific and scholarly contributions should be judged on the evidence and not on the social characteristics (such as race or sex) of the authors.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
k. Scientists and scholars ought to question their findings if these cannot be independently reproduced by any others in the field.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3
l. The standing accorded scientists and scholars in their fields should depend on the quality and extent of their contributions, not on their personal or social characteristics.					
I myself	1	2	1	2	3
Most others I know in my discipline	1	2	1	2	3

[IF YOU ARE NOW OR HAVE BEEN IN THE PAST ACTIVE IN RESEARCH, PLEASE ANSWER THE FOLLOWING.]

116. Do these statements accurately describe your own approach to research?

[1] Definitely yes [2] Only partly [3] Definitely no

a. I try to be emotionally neutral and impartial in my research ..... [1] [2] [3]

b. I have abandoned ideas or hypotheses to which I was committed when they were contradicted by new evidence ..... [1] [2] [3]

c. I develop strong commitments to the ideas and interpretations produced in my research ..... [1] [2] [3]

d. My choice of research problems has been strongly affected by my social values ..... [1] [2] [3]

e. My research findings have been strongly affected by my social values ..... [1] [2] [3]

f. I try harder to find evidence supporting the theoretical positions or conclusions to which I am committed than to find disconfirming evidence ..... [1] [2] [3]

g. I have sometimes chosen not to report findings that call into question the larger theoretical position or interpretation to which I am committed ..... [1] [2] [3]

h. I would continue my research even if it received no recognition at all from peers ..... [1] [2] [3]

i. I would continue my research even if it did not affect such matters as my academic promotion or salary increases ..... [1] [2] [3]

X. PROFESSIONAL ACTIVITIES IN FOREIGN COUNTRIES

Many faculty members in the U.S. have participated in some program or activity involving international scholarly or scientific exchange. The questions in this section are designed to measure the overall level of participation by American academics and to get their evaluations of the activity (ies) with which they have been associated.

117. Have you ever been to a foreign country for educational, scholarly, or scientific purposes?

Yes ..... [1] No (Skip to Q. 126) .. [2]

[IF YES] What countries have you visited in this capacity? (Please list all of them or, if *very* numerous, those with which you have had the most important professional association.)

_____

_____

_____

_____

_____

118. Have you attended international scientific meetings or scholarly conferences abroad?

Yes ..... [1] No ..... [2]

[IF YES] How many such conferences have you attended?

One ..... [1] Six-Ten ..... [4]
Two ..... [2] Eleven-Twenty ..... [5]
Three-Five ..... [3] More than twenty .... [6]

119. Have you been abroad for scholarly purposes on a trip which lasted more than three months?

Yes ..... [1] No ..... [2]

[IF YES] How many times have you thus been abroad?

One ..... [1] Four ..... [4]
Two ..... [2] Five or more ..... [5]
Three ..... [3]

The questions below should be answered with reference to your *longest* trip and your *most recent* trip abroad for educational, scholarly, or scientific purposes. (If the same trip meets both criteria, please answer for the second-most recent trip.)

If you made only one trip abroad for educational purposes, check here ☐ and answer only part (X) of Questions 120-125.

120. What was the purpose(s) of your international travel? (Mark one item only under "major purpose" for each trip and mark as many items under "secondary goals" as is appropriate.)

	X. Longest Trip		Y. Most recent trip	
	Major purpose	Secondary goals	Major purpose	Secondary goals
a. To obtain information about unfamiliar research procedures	1	1	1	1
b. To explore access to unique scholarly collections or research materials and facilities	2	2	2	2
c. To plan or discuss special inter-institutional arrangements for conducting scholarly or scientific research	3	3	3	3
d. To teach at a foreign university	4	4	4	4
e. To conduct a seminar or colloquium, or to give a series of lectures	5	5	5	5
f. To attend a scholarly or scientific meeting	6	6	6	6
g. To present a research paper	7	7	7	7
h. To plan a scholarly or scientific meeting	8	8	8	8
i. To participate in a collaborative research effort with foreign scholars	9	9	9	9
j. To write in a congenial environment	10	10	10	10
k. To gather research data	11	11	11	11
l. To gain knowledge of other cultures	12	12	12	12
m. To participate in the international education programs of an American college or university	13	13	13	13

121. How long were you abroad? In what year(s)?

X. Longest trip _____(length in days/months) _____(year of trip)

Y. Most recent _____(length in days/months) _____(year of trip)

122. What country(ies) were you in to fulfill the primary purpose of your trip?

X. Longest trip _____

Y. Most recent _____

123. What organization(s) sponsored or provided funding for this foreign exchange? (*Please be as detailed and specific as possible*—including the name(s) of specific government agencies and private foundations. If the travel abroad was supported entirely from your personal financial resources, please so indicate.)

X. Longest trip _____

Y. Most recent _____

124. How successful, from the standpoint of *your own* objectives, would you rate your visit?

	X. Longest trip	Y. Most recent
Very successful	1	1
Moderately successful	2	2
Somewhat unsuccessful	3	3
Very unsuccessful	4	4

125. [IF ONLY MODERATELY SUCCESSFUL, OR IF UNSUCCESSFUL] What factors inhibited a more effective exchange? (*Mark all that apply*)

	X. Longest trip	Y. Most recent
Quality of the foreign scholars with whom you were in contact	1	1
Inadequate funding	2	2
Inadequate scholarly or scientific facilities	3	3
Poor administration by host(s)	4	4
Inadequate staff support by host(s)	5	5
Language problems	6	6
Nationalism	7	7
Inadequate personal facilities (food, lodging, transportation)	8	8

126. Has a language barrier hampered communications between you and foreign scientists?

Frequently .. [1] Never ..... [3]
Seldom ..... [2]

127. If you have *never* been abroad for educational or scientific purposes, please indicate why not. *(Mark any that*

I have sought support for foreign travel, but I have not received it ..... [1]
I have not known of any source of support appropriate to the type of professional travel that interests me ..... [2]
I have not yet sought support for foreign travel, but I expect to do so at a later point in my career ..... [3]
Given my academic specialty, there is no substantial *educational or scientific* reason for me to travel abroad ..... [4]
I have just never thought of it ..... [5]

128. In which country or countries, outside of the U.S. *is the most important* work in your discipline now going on? *(Please list the country or countries.)*

_____

_____

_____

_____

_____

Thank you very much for taking the time to complete this questionnaire.